



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State’s measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students’ scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student’s ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 11121314
SAU: Mount Desert School Department
School: Mt Desert Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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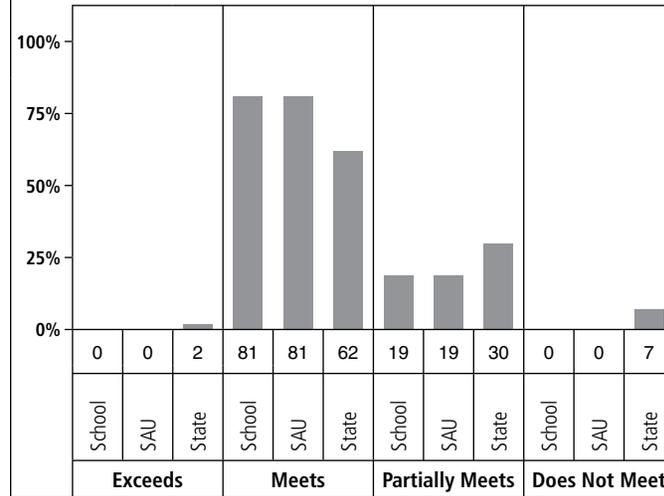
SUMMARY OF SCORES

Test Date: March 2008
 Grade: 3
 SAU: Mount Desert School Department
 School: Mt Desert Elementary School

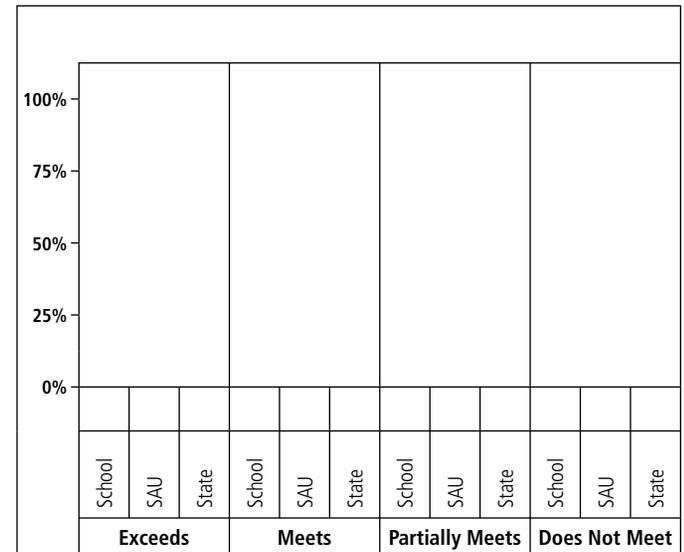
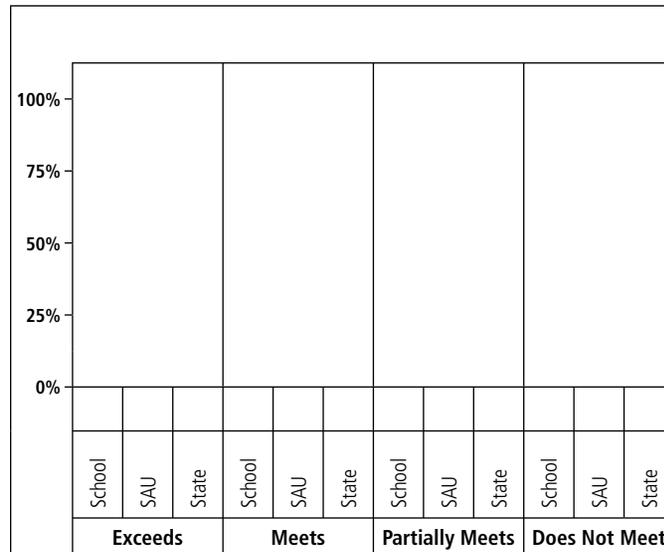
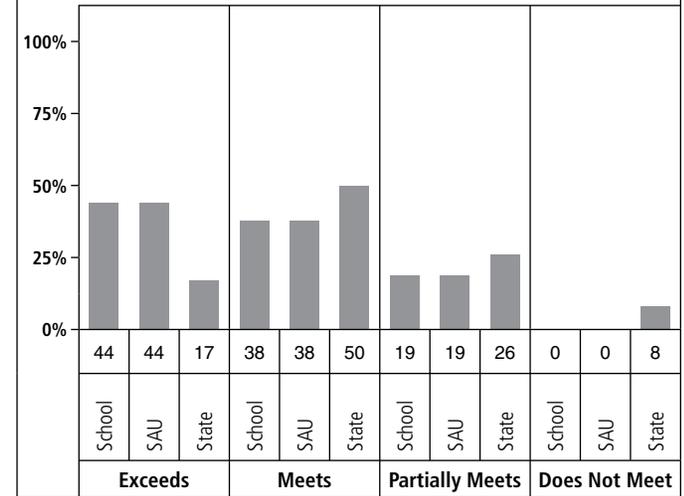
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	349	349	345
2006–2007	348	348	345
2007–2008	349	349	344
Cum. Avg.*	349	349	345
Mathematics			
2005–2006	351	351	344
2006–2007	348	348	347
2007–2008	358	358	347
Cum. Avg.*	353	353	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.



SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: Mount Desert School Department
 School: Mt Desert Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																			
	School		SAU		State		ELA-Reading						Mathematics													
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	16	100	16	100	13803	100	16	100	16	100	13714	99	16	100	16	100	13710	99								
Ethnicity																										
African American/Black	1	6	1	6	399	3	1	100	1	100	391	98	1	100	1	100	392	98								
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99								
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98								
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98								
Caucasian/White	15	94	15	94	12916	94	15	100	15	100	12846	100	15	100	15	100	12839	99								
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0								
Identified disability	0	0	0	0	2358	17	0	0	0	0	2333	99	0	0	0	0	2329	99								
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98								
Economically disadvantaged	3	19	3	19	5584	40	3	100	3	100	5535	99	3	100	3	100	5530	99								
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100								

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	15	94	15	94	10650	77	15	94	15	94	10678	77												
Identified disability (PET/IEP)	0	0	0	0	475	4	0	0	0	0	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
Participation with accommodations	1	6	1	6	2936	21	1	6	1	6	2911	21												
Identified disability (PET/IEP)	0	0	0	0	1735	59	0	0	0	0	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	1	100	1	100	986	34	1	100	1	100	958	33												
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.



ELA-READING RESULTS

Test Date: March 2008
 Grade: 3
 SAU: Mount Desert School Department
 School: Mt Desert Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL								
		School		SAU		State				
		N	%	N	%	N	%			
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in English language arts – reading.										
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	0	0	352	3			
	2006-2007	0	0	0	0	332	2			
	2007-2008	0	0	0	0	227	2			
	Cum. Total*	0	0	0	0	911	2			
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	10	83	10	83	8641	62			
	2006-2007	9	75	9	75	8691	63			
	2007-2008	13	81	13	81	8403	62			
	Cum. Total*	32	80	32	80	25735	62			
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	2	17	2	17	3671	27			
	2006-2007	3	25	3	25	3781	27			
	2007-2008	3	19	3	19	4018	30			
	Cum. Total*	8	20	8	20	11470	28			
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	0	0	0	0	1163	8			
	2006-2007	0	0	0	0	1021	7			
	2007-2008	0	0	0	0	938	7			
	Cum. Total*	0	0	0	0	3122	8			

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	31.3	68.0	31.3	68.0	27.6	60.0
Literary Text	23	50	16.0	69.6	16.0	69.6	14.1	61.3
Informational Text	23	50	15.3	66.5	15.3	66.5	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine's 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



ELA-READING RESULTS (CONTINUED)

Test Date: March 2008
Grade: 3
SAU: Mount Desert School Department
School: Mt Desert Elementary School

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
All Students	16	0	0	13	81	3	19	0	0	349	16	0	81	19	0	349	13586	2	62	30	7	344
Ethnicity																						
African American/Black	1										1						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	15	0	0	12	80	3	20	0	0	348	15	0	80	20	0	348	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	0										0						2210	0	32	48	20	338
No	16	0	0	13	81	3	19	0	0	349	16	0	81	19	0	349	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	16	0	0	13	81	3	19	0	0	349	16	0	81	19	0	349	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	3										3						5450	1	49	39	11	341
No	13	0	0	11	85	2	15	0	0	349	13	0	85	15	0	349	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	16	0	0	13	81	3	19	0	0	349	16	0	81	19	0	349	13581	2	62	30	7	344
Gender																						
Female	12	0	0	10	83	2	17	0	0	350	12	0	83	17	0	350	6567	3	65	27	5	345
Male	4										4						7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						2004	0	37	49	14	339
No	16	0	0	13	81	3	19	0	0	349	16	0	81	19	0	349	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	16	0	0	13	81	3	19	0	0	349	16	0	81	19	0	349	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: Mount Desert School Department
School: Mt Desert Elementary School

QUESTIONNAIRE ITEMS	School										SAU					State							
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
How much homework do you do on school nights?																							
A. none	0										0						6	0	43	39	18	340	
B. less than one hour	100	0	0	12	86	2	14	0	0	349	100	0	86	14	0	349	79	2	65	28	5	345	
C. one to two hours	0										0					12	2	60	31	7	344		
D. more than two hours	0										0					3	0	32	44	24	338		
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																							
A. The questions on the test match what I have learned in reading class.	43	0	0	6	100	0	0	0	0	353	43	0	100	0	0	353	29	3	62	28	7	345	
B. They match some of what I have learned.	57	0	0	6	75	2	25	0	0	346	57	0	75	25	0	346	48	2	67	27	4	345	
C. They match just a little of what I have learned.	0										0					15	1	56	34	9	343		
D. There is no match.	0										0					8	0	44	40	16	340		
Which of the following best describes how you rate yourself as a student in reading?																							
A. very good	36	0	0	5	100	0	0	0	0	351	36	0	100	0	0	351	42	3	67	24	6	346	
B. good	50	0	0	6	86	1	14	0	0	349	50	0	86	14	0	349	46	1	62	32	5	344	
C. fair	14	0	0	1	50	1	50	0	0	343	14	0	50	50	0	343	10	0	48	42	10	341	
D. poor	0										0					2	0	30	43	28	336		
How hard was the reading part of this test?																							
A. harder than my regular schoolwork	8	0	0	1	100	0	0	0	0	346	8	0	100	0	0	346	22	1	48	38	12	341	
B. about the same as my regular schoolwork	92	0	0	11	92	1	8	0	0	350	92	0	92	8	0	350	57	2	68	26	4	346	
C. easier than my regular schoolwork	0										0					21	1	61	30	8	344		
How hard were the reading passages on this test?																							
A. Most of the passages were harder than what I normally read.	14	0	0	1	50	1	50	0	0	342	14	0	50	50	0	342	20	0	38	47	16	339	
B. Most of the passages were about the same as what I normally read.	64	0	0	8	89	1	11	0	0	350	64	0	89	11	0	350	51	2	68	27	4	345	
C. Most of the passages were easier than what I normally read.	21	0	0	3	100	0	0	0	0	351	21	0	100	0	0	351	29	3	69	23	6	346	
How much time do you spend reading at home each day?																							
A. more than one hour	50	0	0	6	86	1	14	0	0	350	50	0	86	14	0	350	19	3	65	27	6	346	
B. 20 minutes to an hour	50	0	0	6	86	1	14	0	0	348	50	0	86	14	0	348	47	2	68	25	5	346	
C. less than 20 minutes	0										0					19	1	56	35	8	343		
D. I rarely read at home.	0										0					14	0	47	40	12	341		
How many pages do you read in school and to complete homework assignments?																							
A. five or fewer pages	0										0					28	1	56	33	9	343		
B. six to ten pages	8	0	0	0	0	1	100	0	0	340	8	0	0	100	0	340	23	1	63	29	7	344	
C. eleven or more pages	92	0	0	11	92	1	8	0	0	350	92	0	92	8	0	350	49	2	65	27	6	345	
Optional school/SAU question																							
A.	0										0												
B.	0										0												
C.	100	0	0	1	100	0	0	0	0	346	100	0	100	0	0	346							
D.	0										0												



MATHEMATICS RESULTS

Test Date: March 2008
 Grade: 3
 SAU: Mount Desert School Department
 School: Mt Desert Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL							
		School		SAU		State			
		N	%	N	%	N	%		
The quality of a student's work at each achievement level reflects progress in attaining Maine's Grade Level Expectations in mathematics.									
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	2	17	2	17	1295	9		
	2006-2007	1	8	1	8	1985	14		
	2007-2008	7	44	7	44	2277	17		
	Cum. Total*	10	25	10	25	5557	13		
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (scaled score 341–360)	2005-2006	7	58	7	58	6852	49		
	2006-2007	8	67	8	67	6990	51		
	2007-2008	6	38	6	38	6764	50		
	Cum. Total*	21	53	21	53	20606	50		
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	3	25	3	25	4081	29		
	2006-2007	3	25	3	25	3673	27		
	2007-2008	3	19	3	19	3504	26		
	Cum. Total*	9	23	9	23	11258	27		
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	0	0	0	0	1638	12		
	2006-2007	0	0	0	0	1193	9		
	2007-2008	0	0	0	0	1044	8		
	Cum. Total*	0	0	0	0	3875	9		

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	10.7	71.3	10.7	71.3	9.2	61.3
Cluster 2: Shape and Size	14	29	12.3	87.9	12.3	87.9	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.9	78.0	3.9	78.0	3.2	64.0
Cluster 4: Patterns	14	29	10.5	75.0	10.5	75.0	9.0	64.3

- Cluster 1: Numbers and Operations**
 - A. Numbers and Number Sense
 - B. Computation
 - I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 - E. Geometry
 - F. Measurement
- Cluster 3: Mathematical Decision Making**
 - C. Data Analysis and Statistics
 - D. Probability
- Cluster 4: Patterns**
 - G. Patterns, Relations, and Functions
 - H. Algebra Concepts
 - K. Mathematical Communication

Each content standard in the clusters above is defined in Maine's 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



MATHEMATICS RESULTS (CONTINUED)

Test Date: March 2008
Grade: 3
SAU: Mount Desert School Department
School: Mt Desert Elementary School

REPORTING CATEGORIES	School										SAU					State								
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score		
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%			
All Students	16	44	7	44	6	38	3	19	0	0	358	16	44	38	19	0	0	358	13589	17	50	26	8	347
Ethnicity																								
African American/Black	1											1								390	10	30	28	337
American Indian or Native Alaskan	0											0								113	7	45	10	342
Asian or Pacific Islander	0											0								204	18	48	9	347
Hispanic	0											0								159	6	50	13	342
Caucasian/White	15	47	7	47	5	33	3	20	0	0	358	15	47	33	20	0	0	358	12723	17	50	25	7	348
Not Reported	0											0								0				
Identified disability																								
Yes	0											0								2208	6	35	21	338
No	16	44	7	44	6	38	3	19	0	0	358	16	44	38	19	0	0	358	11381	19	53	24	5	349
Current LEP																								
Yes	0											0								357	8	29	26	336
No	16	44	7	44	6	38	3	19	0	0	358	16	44	38	19	0	0	358	13232	17	50	25	7	348
Economically disadvantaged																								
Yes	3											3								5452	9	45	12	343
No	13	54	7	54	4	31	2	15	0	0	360	13	54	31	15	0	0	360	8137	22	53	21	4	350
Migrant																								
Yes	0											0								5	0	40	20	337
No	16	44	7	44	6	38	3	19	0	0	358	16	44	38	19	0	0	358	13584	17	50	26	8	347
Gender																								
Female	12	42	5	42	5	42	2	17	0	0	359	12	42	42	17	0	0	359	6565	15	49	27	8	347
Male	4											4								7024	18	50	7	348
Not Reported	0											0								0				
Title 1A targeted program																								
Yes	0											0								2004	5	39	15	339
No	16	44	7	44	6	38	3	19	0	0	358	16	44	38	19	0	0	358	11585	19	52	23	6	349
Gifted/talented program																								
Yes	0											0								125	70	30	0	366
No	16	44	7	44	6	38	3	19	0	0	358	16	44	38	19	0	0	358	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 3
 SAU: Mount Desert School Department
 School: Mt Desert Elementary School

QUESTIONNAIRE ITEMS	School										SAU					State							
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score			
	%	N	%	N	%	N	%	N	%		%	%	%	%	%	%	%	%					
How much homework do you do on school nights?																							
A. none	0									360	0										340		
B. less than one hour	100	7	50	5	36	2	14	0	0		100	50	36	14	0					348			
C. one to two hours	0										0										347		
D. more than two hours	0										0										335		
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																							
A. The questions on the test match what I have learned in mathematics class.	46	3	50	2	33	1	17	0	0	361	46	50	33	17	0	361	37	22	50	22	6	350	
B. They match some of what I have learned.	46	3	50	2	33	1	17	0	0	360	46	50	33	17	0	360	46	16	53	25	6	348	
C. They match just a little of what I have learned.	8	1	100	0	0	0	0	0	0	362	8	100	0	0	0	362	12	9	44	36	11	342	
D. There is no match.	0										0							5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																							
A. very good	69	7	78	2	22	0	0	0	0	366	69	78	22	0	0	366	39	25	48	20	7	350	
B. good	31	0	0	2	50	2	50	0	0	349	31	0	50	50	0	349	46	14	52	27	7	347	
C. fair	0										0						12	8	49	35	9	343	
D. poor	0										0						3	2	34	36	29	335	
How hard was the mathematics part of this test?																							
A. harder than my regular schoolwork	7	0	0	1	100	0	0	0	0	360	7	0	100	0	0	360	17	7	41	35	17	340	
B. about the same as my regular schoolwork	79	5	45	4	36	2	18	0	0	359	79	45	36	18	0	359	59	18	53	24	5	349	
C. easier than my regular schoolwork	14	2	100	0	0	0	0	0	0	368	14	100	0	0	0	368	25	21	49	23	8	349	
How often do you use hands-on materials in mathematics class?																							
A. almost every day	57	3	38	4	50	1	13	0	0	358	57	38	50	13	0	358	32	13	47	30	10	345	
B. two or three days a week	43	4	67	1	17	1	17	0	0	363	43	67	17	17	0	363	30	20	52	23	5	349	
C. two or three times each month	0										0						19	20	53	21	6	350	
D. never or almost never	0										0						18	16	50	27	8	347	
How often do you use calculators in mathematics class?																							
A. almost every day	0										0						7	5	34	40	20	338	
B. two or three days a week	15	1	50	1	50	0	0	0	0	368	15	50	50	0	0	368	18	15	50	27	8	346	
C. two or three times each month	23	3	100	0	0	0	0	0	0	366	23	100	0	0	0	366	28	21	53	21	4	350	
D. never or almost never	62	2	25	4	50	2	25	0	0	355	62	25	50	25	0	355	47	17	50	25	7	347	
On average, how many minutes a day do you spend working on mathematics in class?																							
A. less than 30 minutes	7	0	0	0	0	1	100	0	0	336	7	0	0	100	0	336	16	8	42	36	13	342	
B. 30–45 minutes	7	0	0	1	100	0	0	0	0	356	7	0	100	0	0	356	30	14	53	26	7	347	
C. 45–60 minutes	86	7	58	4	33	1	8	0	0	363	86	58	33	8	0	363	32	22	51	22	5	350	
D. more than 60 minutes	0										0						22	20	49	23	7	349	
Optional school/SAU question																							
A.	0										0												
B.	0										0												
C.	100	1	100	0	0	0	0	0	0	364	100	100	0	0	0	364							
D.	0										0												